

**Course Syllabus for SPANISH 1002**  
**Beginning Spanish Language and Introduction to Hispanic Culture II (3 credit hours)**

**Course Description: SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II 3-0-3 / Prerequisite: SPAN 1001 or the equivalent. A continuation of SPAN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions**

**REQUIRED TEXT AND MATERIALS:**

Title            *Plazas: Lugar de encuentros*  
Authors        Robert Hershberger, Susan Navey-Davis, Guiomar Borrás  
                    A  
Edition         5th  
Publisher      Cengage

Custom VSU Bundle (**ISBN 9781337038454**) contains:

- 1) *Plazas* looseleaf with additional "A Conversar" exercises in each chapter, and a custom cover.
- 2) *iLrn* Heinle Learning Center for *Plazas* for 24 months
- 3) Spanish to English Dictionary
- 4) 5 hours of Cengage personal tutoring

You also need access to a computer with a reliable internet connection. If your computer/laptop does not have a microphone built in (most do these days), then you will need to purchase one. If you plan on doing your work in the campus labs, you will need headphones with a built-in microphone.

**Student Responsibility:** It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility

for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## Standards, Goals and Outcomes

Learning Goals for the VSU General Education Core may be accessed at:  
<http://www.valdosta.edu/academic/VSUCore.shtml>

- The Area C Learning Goal applicable to this course is: Students will analyze, evaluate, and interpret diverse forms of human communication.

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:  
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And (Speaking, revised 1999; Writing, revised 2001)  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

### ACTFL Proficiency Guidelines (Novice High)

**Listening:** Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

**Reading:** Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

**Speaking:** Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple

recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

**Writing:** Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

**Goal:** Upon successful completion of SPAN 1002, students will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the novice high level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Valdosta State University General Education Outcomes can be found at:

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

**Outcomes for the major in Spanish language and culture track may be found at:**

<http://www.valdosta.edu/mlc/assessments.shtml>

Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

### **COURSE OUTCOMES**

Upon successful completion of SPAN 1002, the learner is able to:

1. Give information about routines in different contexts.
2. Describe people and things.
3. Use present and past tenses to describe activities of self and others.
4. Communicate time, date and quantity for different situations.
5. Inquire about present and past activities and routines of others.
6. Demonstrate ability to obtain food and lodging.
7. Use negation to ask and respond to questions.

8. Demonstrate basic geographical and cultural knowledge of the Spanish-speaking world.
9. Compare and contrast information of the Spanish-speaking world with students' native culture.
10. Speak Spanish with correct vowel and consonant sounds and accentuation so as to be understood by a native speaker used to dealing with second language learners.

**ACTFL Target Level: Novice High**

**Table of Correspondence: Outcomes, Standards and Assessment**

<b>Course Outcomes</b>	<b>Grade Components used to Measure Outcomes</b>	<b>Types of Assessments</b>	<b>ACTFL/NCATE Program Standards</b>	<b>VSU General Education Outcomes</b>	<b>Projected Major Outcomes</b>
1	1,2,3,4,5,7	Formative written and oral assessments	1a, 2a, 2c	1,2,4,6,7	1,2,3,4,6,9
2	1,2,3,4,5,7	Formative written and oral assessments  Summative written and oral exam	1a,1b,2a,2c	1,2,3,4,6,7,8	1,2,3,4,5,6,9
3	1,2,3,4,5,7	Formative written and oral assessments  Summative written and oral examination	1a,1b	3,4,6,7	1,2,3,4,5
4	1,2,4,5	Formative written and oral assessments  Summative written and oral	1.a, 1c,2a	1,2,3,4,5,6,7	1,2,3,4,6,8,9

		examination			
5	1,3,5	Formative written and oral assessments  Summative written and oral examination	1a, 1b	1,2,4,6,7	1,2,3,4,5,8,9
6	1,2,3,4,5,7	Formative written and oral assessments  Summative written and oral examination	1a, 1b, 1c, 2a	2,3,4,6,7	1,2,3,4,6,9
7	1,2,3,4,5	Formative written and oral assessments	1a,1b,1c	4,7	1,2,3,4,5,9
8	1,2,3,5,6,	Formative written and oral assessments  Summative written and oral examination	2a,2c	1,2,3,6,7	1,2,3,4,6,9
9	1,2,3,5,6	Formative written and oral assessments  Summative written and oral examination	1a,1b,2a,2c	1,2,3,4,6,7,8	1,2,3,4,6,8,9
10	1,5,6,7	Formative oral assessments  Summative oral examination	1a,1b,1c	4	1,2,3,5,9

## **Assignments and Assessment**

Participation 15%  
Homework 15%  
Pop Quizzes 5%  
Tests (4 exams) 30%  
Compositions 10%  
Oral Exams 10%  
Final Exam 15%

**Participation:** Maintenance of an affirming and positive classroom environment is paramount to second language acquisition - as is individual participation in this environment. Students are expected to have reviewed (before class) the material to be presented each day and to contribute to class. Also, each student is expected to use the target language during class activities. Daily participation will be graded according to the following scale:

100%: Student reviewed material prior to class and brought all necessary materials, arrived on time, positively participated and behaved, and used Spanish during class activities.

50%: Student did not participate, did not review material, or used English during class activities.

0%: Student displayed behavior disruptive to class/inappropriate to instructor or was more than 15 minutes late/left early.

**Compositions and Oral Exams:** The specific guidelines for each composition and each oral exam will be posted on the course website; the composition grading rubric and the oral exam grading rubric are included below.

**Online Homework:** The assignments from the *eSam (Electronic Student Activities Manual in iLrn)* must be submitted by the assigned deadlines (see schedule posted on the course website). To be able to complete these activities each student must register using the instructions (posted on the course website). The activities can be completed from any computer with internet access. All exercises correspond to the material presented in the textbook. Be sure to study the vocabulary and review the material in the corresponding section of the textbook before doing the exercises.

## **Classroom Policies**

**Attendance Policy:** All tests (including the final), compositions, oral exams, and pop-quizzes may only be made up under extraordinary documented circumstances (i.e. medical or family emergency). Make-ups must be done within one week of the absence (otherwise the student receives a zero). When a student desires a make-up, it is the student's responsibility to contact the professor and arrange it. If a student misses more than 20% of the class, per Valdosta State University guidelines, he/she will fail the course.

**Academic Integrity:** Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full code is available at <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

**Language and Computer Labs:** The Language Lab in WH 140 and the Computer Lab is in WH 138. Students are expected to use the equipment responsibly and only for school related work. Students are strongly advised to purchase their own headsets with built in microphone to be able to do the online activities. If the lab is closed, contact the secretary in the MCL office.

**Other Policies:**

The instructor reserves the right to deny entrance to any student arriving more than 15 minutes late or whom the instructor deems as disruptive.

All students will sign and date a sheet affirming that they have read and understood the syllabus, will obey the VSU academic code, and will abide by the participation and attendance policy of the course.

Keep all cell phones turned off throughout class and do not bring food into class.

**Access class information and resources:**

1. VSU Course Website: [www.valdosta.edu/blazeview/](http://www.valdosta.edu/blazeview/)  
Click on SPN1002
2. iLrn Heinle Learning Center Course Website: [hlc.quia.com/books](http://hlc.quia.com/books)

**Evaluation Rubric for Compositions**

<b>Content</b>	<b>Points</b>
• very complete information; relevant; on target	20
• adequate information; some development of ideas; some ideas lack supporting detail or evidence	17
• limited information; ideas present but not developed; lack of supporting detail or evidence	15
• minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate	13

## **Organization**

- logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever 25
- an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete 22
- limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed 18
- series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate 16

## **Vocabulary**

- broad; impressive; precise and effective word use and choice; extensive use of words studied 25
- adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied 22
- erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied 18
- inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate 16

## **Language**

- no errors in the grammar presented to this point in course; very few errors in subject/verb or adjective/noun agreement; work was well edited for language 30
- minimal errors in the grammar presented to this point in course; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete 25
- some errors in the grammar presented to this point in course; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language 22
- frequent errors in the grammar presented to this point in course; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate 19

### Oral Proficiency Evaluation Rubric

	<b>Exceeds Expectations = 3</b>	<b>Meets Expectations = 2</b>	<b>Fails to Meet Expectations = 1</b>
<b>1. Text Type</b>	Speaks in complete sentences at almost all opportunities & might string together sentences into a group, but inconsistently. (A “string of sentences” would communicate the same information if spoken in a different order, i.e., not a paragraph.) Attempts at almost all opportunities to respond to information questions, describe, and/or narrate.	<b>Responds to Yes/No questions with ease &amp; confidence. Uses complete sentences and responds to information questions more than 50% of the time, at other times, creates ideas but doesn’t create sentences.</b>	Consistently answers questions, with 2 or 3 words at a time. Uses individual words, lists, or memorized phrases. May respond only to Yes/No or multiple choice questions.
<b>2. Global Tasks &amp; Functions</b>	Creates with the target language & communicates personal meaning at almost all opportunities, but in an un-sustained manner. Can somewhat initiate, maintain, and bring to a close a simple conversation. Can barely ask and reply to simple questions.	<b>Uses formulaic and memorized utterances, lists and phrases with ease &amp; confidence. Able to create with the target language and ask and answer simple questions more than 50% of the time. Gives the impression of being able to initiate, maintain, and bring to a close a simple conversation, but cannot maintain this.</b>	Communicates solidly, but with formulaic and memorized utterances, lists and phrases. Pauses frequently to search for simple vocabulary or recycles own words. May communicate little or no personal meaning.
<b>3. Context / Content</b>	Inconsistently speaks about predictable, familiar topics related to daily activities or the immediate surroundings (such as family, daily routine,	<b>Speaks about self with ease &amp; confidence. Speaks about predictable, familiar topics related to daily activities or the</b>	Speaks about <u>self</u> in most common informal settings & most common aspects of daily life. These topics are reliable as conversational

	hobbies, or home) at almost all opportunities, but in a minimally sustained manner.	<b>immediate surroundings (such as family, daily routine, hobbies, or home) more than 50% of the time, but with minimal control.</b>	material.
<b>4. Accuracy</b>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers in almost all cases, but inconsistently. Non-native accent may be very strong.	<b>Understood more than 50% of the time, with some repetition, by speakers accustomed to dealing with non-native speakers. L1 noticeably influences vocabulary, pronunciation &amp; syntax.</b>	Difficult to understand, even for speakers who are accustomed to dealing with non-native speakers. First language strongly influences vocabulary, pronunciation & syntax.
<b>5. Cultural Appropriateness</b>	Somewhat, or noticeably inconsistently addresses cultural context of the situation with regard to social & religious traditions, geographical surroundings and linguistic register.	<b>Barely addresses cultural context of the situation with regard to social &amp; religious traditions, geographical surroundings and linguistic register.</b>	Attempts to address cultural context of the situation with regard to social & religious traditions, geographical surroundings and linguistic register.